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ABSTRACT

This booklet provides a brief description of the community junior college movement in the United States and its progress in Arkansas. Comprehensive community junior colleges traditionally offer two years of university-parallel work plus additional courses in occupational education, continuing education for adults, and community service programs. They also serve the special needs of communities. Programs included in the Arkansas comprehensive community junior colleges are university-parallel, occupational, technical, vocational, adult, community service, and general education. An important part of the total curriculum is a viable and effective guidance and counseling service. The statewide plan for Arkansas community junior colleges began in 1964, setting minimum standards for the establishment of community junior college districts. Four basic criteria must be met to insure adequate site size, sufficient number of students, sound levels of local tax support, and a proper district size to permit students to commute. It is stipulated that no Arkansas community college be permitted to become a 4-year institution and no dormitories be built. Guidelines for developing a junior college are discussed and a long-range plan suggests that eventually every Arkansas county be included; this would bring the opportunity for post-high school education within commuting distance of all state residents. (MN)

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THE COMMUNITY JUNIOR COLLEGE STORY

JC 710 248

State Department of Higher Education
Division of Community Junior Colleges

Little Rock, Arkansas
August, 1971

UNIVERSITY OF CALIF.
LOS ANGELES

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The purpose of this booklet is to provide a brief description of the community junior college movement in the United States and its progress in Arkansas.

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I. COMPREHENSIVE COMMUNITY JUNIOR COLLEGES - A NATIONAL MOVEMENT

America has developed a unique kind of educational institution - the community junior college. In the past sixty years a thousand community junior colleges with total enrollments of over two million students have been established. An average of approximately fifty new two-year colleges open each year. This phenomenal growth of new institutions for post-secondary education has become known as the junior college movement.

DEFINITION

The name of these peculiar institutions - comprehensive community junior colleges - is both descriptive and confusing. They are junior colleges in the traditional sense that they offer two years of university parallel work, college credit courses for the freshman and sophomore years. But unlike traditional two-year colleges, they differ in several respects. They offer highly comprehensive programs of study. This is to say that many types of courses and other educational experiences are offered. The additional offerings include occupational education, continuing education for adults and community service programs. These are community colleges, institutions which are located in and serve the special needs of communities. The community may be a city, a county, or a combination of counties or cities which have much in common in terms of geography and educational needs.

The comprehensive community junior college movement has resulted in the establishment of institutions across the country which provide educational opportunities for post-secondary age citizens in a variety of kinds of programs designed to meet local needs.

PURPOSE

Community junior colleges have a different mission to fill than the traditional residential two-year colleges. Community junior colleges serve the educational needs of adults in a given locality. Courses of study may include regular college transfer courses, occupational courses, adult education courses, and community service. Persons in the community may elect to take college credit courses with or without the intent of transferring to a four-year college or university. They may choose an occupational program which would prepare them for employment upon completion of their studies. An adult can seek basic education or the completion of high school. Anyone in the community can participate in a community service program such as a special interest course or a cultural event.

Because the college is situated geographically to serve a specific area, it can respond to the particular needs of that area. Opportunities for education which would otherwise be nonexistent are offered to the community.

Costs to students are kept at a minimum, therefore, persons who would otherwise be unable to attend college are able to do so. Tuition costs are kept down through local, state, and federal support. Living costs for students are kept at a minimum since the student is able to live at home and commute to college. This is especially important for the student who must work his way through college.

One of the most important aspects of a comprehensive junior college is the open door admissions policy. Most community junior colleges have a policy which permits any person of post-secondary school age (17, 18 and above) who can benefit from more education to enter the college. Under such a policy,

whether he has a high school diploma or not, a person can enter the college for some kind of educational experience. The open-door policy does not guarantee the student admittance to a particular program, but it does guarantee that he will be accepted into the college and will be placed in an appropriate program of studies.

A person with a high school diploma can be counseled into a college credit technical occupational course of studies, or a course of studies designed to allow him to enter a university as a junior after two years of study. Or a person without a high school diploma can enter a vocational occupational program or he can work toward completion of high school. Other persons in the community, regardless of their educational background, can participate in college-sponsored cultural programs or special interest short courses. The door of the college is open to anyone in the community who can benefit from the college programs.

The principal aim of community junior colleges is to provide for the educational needs of persons in the community who are past high school age, but not to exceed two years of college level instruction. The effect is to make a widely varied range of educational opportunities available to all qualified community residents. Where comprehensive community colleges operate, more people enjoy the benefits of education than in areas where only conventional educational institutions exist.

HISTORY

The history of the community junior college movement is one of evolution. The beginnings of junior colleges may be found among institutions which were formed in the last half of the nineteenth century. Many of these institutions were

high schools and extensions of high schools. The oldest surviving junior college still in existence was founded at Joliet, Illinois, at the turn of the century. From 1900 to 1920, large numbers of junior colleges were established in which instruction was offered for the first two years of a baccalaureate program. In 1915 there were 74 junior colleges with 2,300 students enrolled.

By 1952 there were 586 junior colleges with total enrollment of 575,000. In the meantime, changes had taken place in the curriculum. Increased emphasis was placed on occupational education. Soon after World War II there was an increased effort to broaden the types of offerings for junior colleges. The concept of an institution to serve the educational needs of a particular community grew in popularity.

In the 1950's state and local governments established large numbers of publicly supported community junior college districts. By the early sixties the movement was clearly a national phoenomenon with the leadership of such states as California, Florida, Texas, and New York where major efforts were being made for the provision of low cost diverse educational opportunities.

EXTENT OF DEVELOPMENT

Statistics from the American Association of Junior Colleges indicate that by 1970 there was a total of 1,091 junior colleges with a total enrollment of 2,499,837. Of these, 847 were public two-year colleges with total enrollments of 2,366,028. Most of these public institutions are comprehensive community colleges.

At the present, junior colleges are found in all 50 states. Forty-nine states have public junior colleges of some kind. In addition, British Honduras, Canada,

the Dominican Republic, France, Germany, Switzerland, Turkey, the Canal Zone, Puerto Rico, and the District of Columbia all have at least one such institution.

There has been considerable development of junior colleges in the southeast region of the United States. The American Association of Junior Colleges lists the following institutions:

	Number of Junior Colleges in Fall 1970	
	Public	Independent
Alabama	17	5
Arkansas	3	4
Florida	27	5
Georgia	14	10
Kentucky	15	7
Louisiana	7	1
Maryland	15	3
Mississippi	18	7
Missouri	15	7
North Carolina	54	12
Oklahoma	14	4
South Carolina	21	5
Tennessee	9	7
Texas	45	11
Virginia	21	7
West Virginia	4	3

Arkansas has two public community junior colleges, Westark Junior College at Fort Smith and Phillips County Community College at Helena. A third public junior college is the Beebe branch of Arkansas State University. A two-year branch of Arkansas Polytechnic College is being planned for Hot Springs. There are four church-supported independent junior colleges in the state.

TRENDS

Several definite trends have been noted in the junior college movement. The total number of institutions and the number of students enrolled has grown. Accelerated growth in institution number and enrollment has been present among

public junior colleges. The reverse, however, has occurred among independent junior colleges where the number of institutions and enrollments have declined. A definite continuing increase in enrollments has been noted in the approximately 200 new institutions which have been established during the past three years. Most of these new institutions are public comprehensive junior colleges. Broadened and strengthened programs in technical institutes, in states such as North Carolina, have resulted in the recognition of some of the technical institutes as institutions of higher education. Another pronounced trend is continuing establishment of new institutions. This is due, in part, to the increasing needs and expectations of Americans for some form of post high school education. Another reason is that in many states the senior colleges and universities are depending more on junior colleges to provide the education for freshmen and sophomore students. Demands for occupational training at the vocational level and at the more sophisticated technical level have also contributed to this growth.

PERSONALITIES

The community junior college movement has grown largely through the efforts of civic minded citizens and knowledgeable educators who have foreseen the need for such institutions. Certain individuals have made major contributions to the development of community junior colleges. One of the most prominent is Dr. Leonard V. Koos of Michigan whose foresighted efforts early in this century had helped to shape the eventual success of the movement. The efforts of such educators as Dr. James L. Wattenbarger in Florida and Dr. B. Lamar Johnson in California have been instrumental in the massive development of the colleges in their states and elsewhere.

PROSPECTS

Nationally the prospects for development of community junior colleges are highly optimistic. Many states are initiating new colleges to meet expanding needs for education at the local level. More people than ever before are able to obtain education which otherwise would not be available. At present over two million people in the United States, one in every hundred, are receiving some kind of instruction in a junior college.

More comprehensive community junior colleges are needed to meet the demands of an education hungry society. More are needed for accelerating needs for occupationally educated workers. More educational opportunity is needed for the economically and educationally disadvantaged persons for whom the community college can be a boot-strap, self-help opportunity for a better life.

At the present there are bills which have been introduced in Congress which would provide additional aid to the states for the development of their public junior colleges. Such aid would be especially valuable in states such as Arkansas where community colleges are still being developed.

One authority on the junior college, Leland L. Medsker of California, has written that, "The diversity of students to be served suggests that the public two-year college of the future must be even more comprehensive than it has been in the past. This means that its curriculum and methods of instruction must be realistically geared both to students who will and will not transfer and that its guidance program must implement its dual function. Implied also is its definite responsibility for community service and adult education."

II. TYPES OF STUDENTS AND PROGRAMS

A comprehensive community college should have something to offer nearly everyone with needs for post high school education. Since the mission of the community college is to serve the educational needs of a wide variety of people, its educational programs must be as varied as the people it serves. Community colleges provide educational opportunities for both young and old adults, for the under-educated as well as the educated, for general as well as for specific needs.

TYPES OF PROGRAMS

At present there are two community junior colleges in Arkansas. Both of these institutions are engaged in providing varied programs for the districts they serve. Phillips County Community College and Westark Junior College are comprehensive in terms of both the students they serve and the educational programs they offer. There are five other junior colleges in the state. One is a state university branch which has some occupational offerings, and the remaining four are private church-supported institutions which primarily offer university parallel instruction. Comprehensive community junior colleges such as Phillips County and Westark offer occupational education and community service programs in addition to university parallel instruction for transfer to senior colleges. In addition, these institutions provide guidance and counseling programs and instruction for general education.

UNIVERSITY PARALLEL PROGRAMS

Perhaps the most common type of program, or course of studies, which is found in all junior colleges is the college transfer or university parallel program.

Transfer programs usually consist of two years of college credit courses. Upon successful completion, the student is able to transfer into a senior college or university. The courses offered are designed to be equivalent to those which are offered during the first two years of study in a senior institution. A student may earn an associate degree in arts or science after two years at the junior college. In many cases, students transfer before receiving an associate degree; in some cases, with only a few semesters of work. A planned two-year university parallel course of studies may be general or specific. A student may choose to take a general course of studies or he may elect to take courses which are geared to a particular field such as business, education, engineering, or science.

University parallel instruction for transfer purposes is usually not thought of as a terminal program. The student is usually not expected to end his education upon completion of the program, but is expected to continue it elsewhere. In some cases, however, students choose not to continue their education, but rather to seek employment.

Most, if not all, of the college credit courses taken by a student in a university parallel program should be transferable into a four-year institution. Careful guidance and planning in the selection of courses helps to insure the junior college student ease of transfer to a senior college or university. The junior college transfer student should expect to take the same type of courses taken by his freshmen and sophomore counterparts in four-year institutions. He should take general educational courses and the introductory specialty courses which are appropriate to his chosen discipline.

OCCUPATIONAL PROGRAMS

Many students do not have the resources or the desire to pursue four years of college. Instead, they may desire to enter the world of work immediately upon completion of their junior college experience. Some students will enter technical level programs of study, while others will take instruction at the vocational level. The technical level usually includes instruction for rather sophisticated employment and may involve the acquisition of college credits and an associate degree. Vocational programs are generally of a year or less in duration and prepare the student for a trade as a skilled worker.

Occupational education is perhaps the most important portion of the total community junior college curriculum. The service provided by such institutions in the occupational field fill some of the most urgent needs of our society, that of providing well-trained workers for the ever-increasing demands of industry. Few segments of the total national educational establishment are providing the variety, quality, and quantity of technical and vocational training as are the nation's community colleges. Only the comprehensive community colleges are flexible enough, have the diverse potential and have the range of programs required to respond to the needs of the community for technical and vocational education. They are able, when sufficiently funded, to respond to many types of occupational training needs for post high school age adults below the bachelor's degree level.

Such occupational education is often described as terminal programs. The appropriateness of the word terminal is seriously questioned; however, because jobs and job requirements are in constant change, workers must constantly keep up-to-date. Although it was once thought that once trained a person did not need

to continue his education, the realities of the complex world of work have shown that jobs change and workers must retrain to keep pace. Therefore, occupational education must be thought of as a continuing process not a terminal one.

TECHNICAL EDUCATION

The increasing complexity of our technological culture demands increasingly diverse types of technicians. Technicians and semi-professional workers are assuming larger amounts of responsibility from professional workers in almost all fields. In industry, health, public service and other areas, there are shortages of well-educated technical workers. A few examples of these technologies are:

Agricultural Business
Forest Management
Hotel and Motel Management
Traffic and Transportation
Air Conditioning and Refrigeration
Mechanical Drafting and Design
Furniture Design
Mechanical Technology
Dental Hygiene
X-Ray Technology
Teacher Aide
Library Assistant
Associate Degree Nursing
Interior Design
Electronic Data Processing
Industrial Management

Education for these and many other technical level jobs like them are generally two-year associate degree programs. A few are certificate programs of less than two year's duration. Emphasis is on theoretical concepts and applications. Some practical experience and training is usually a part of the study, however, all technical level courses of study are designed to prepare the student for immediate employment upon completion of the program. Technical programs usually require

courses for general education comparable to those taken by students in university-parallel programs. Technical level offerings are generally rigorous enough for the granting of college credit. Many technical occupational courses are transferable to senior colleges and universities, depending on the institution and program transferred to. Many students initially enter a technical course of studies and then later decide to transfer for a baccalaureate degree. Only the community junior college provides such an option for its students. Many technical occupational programs must meet special national accreditation requirements in addition to the accreditation required for the institution as a whole. Comparable standards are usually required for technical level occupational students as are required for university parallel students.

One pattern of technical level occupational education involves a three level pattern of course work. The technical curriculum consists of a core of basic general education courses similar to those of university parallel programs, a second group of courses which are general to the occupational field, and a third group of courses which are specific to the particular technology. This provides the graduate with a broad background as well as the special knowledge, skills and understanding necessary for his technology.

VOCATIONAL EDUCATION

One of the most significant aspects of the comprehensive curriculum is that level of occupational education which provides for the training of skilled and semi-skilled workers. Vocational level education is intended to provide non-high school graduates, as well as high school diploma holders, with the knowledge and skills they need to perform in their chosen occupational fields. Skilled workers in

many fields, such as building trades and services, are in chronically short supply. Community junior colleges along with area vocational schools and other educational institutions are helping to provide workers for these growing needs. Vocational courses of study enable many persons to earn a better livelihood than was possible prior to their training. Vocational programs help workers to keep up-to-date and provide for retraining and skill improvements in their trade.

Vocational courses of study generally do not carry college credit. Usually the duration of such programs is for one year or less. Students get practical instruction and frequently receive on-the-job experience. Emphasis is on doing actual work and building skills rather than developing deep theoretical understandings.

Some typical vocational diploma or certificate programs are:

Hospital Ward Clerk
Air Conditioning Service
Building Maintenance
Mechanical Drafting
Heavy Equipment Operator
Sewing Machine Mechanic
Welding
Sheet Metal
Tool and Die Making
Upholstering
Medical Office Assistant
Lumber Inspecting
Auto Mechanics
Electrical Lineman
Masonry
Plumbing and Heating
Furniture Production Assistant

Varied types of other vocational study arrangements can be developed. Examples are special extension training programs for industry where employed workers get time off to improve their work skills, and apprenticeship programs

through craft unions which allow students to work on the job and attend school. Another form of vocational education programs is made possible by the college utilizing the federal Manpower Development Training Act (M. D. T. A.) through which unemployed persons are trained in a trade and at the same time earn a subsistance stipend.

Vocational education opens the door for many persons with little education or limited scholastic ability. Opportunities are provided for persons who are unemployed or underemployed. Other persons with ability and good educational backgrounds enter vocational programs because they desire to learn a rewarding trade.

ADULT EDUCATION

An important part of a comprehensive curriculum is the education of adults. Many adults have failed to complete their basic grade school education or did not receive their high school diplomas. Because of such deficiencies in their education, many employment opportunities remain beyond their grasp. Also, lack of ability in the skills and knowledge normally learned in elementary and secondary schools severely limits their enjoyment of many aspects of contemporary life and restricts them as effective citizens. Community junior college adult education programs provide many types and levels of education for adults. Many persons are helped to earn high school diploma equivalents. Others with more sparce schooling receive instruction in basic adult education which prepares them for future high school work. Special adult education courses can be developed, such as modern mathematics and personal typing. Some community colleges offer courses to prepare prospective citizens for their citizenship examinations.

Adult education programs are designed to meet the particular educational needs for persons who are generally, but not exclusively, beyond what is normally thought of as college age. Such portions of the community college curriculum enable people to better themselves and consequently become more effective citizens. Usually adult education classes are held at night to enable people with daytime jobs to attend. Costs to the student are usually kept to a minimum. Some adult education programs allow the student to learn and make progress at his own pace, as a result the student is not held back by his classmates and he does not hold back his fellow students.

COMMUNITY SERVICE

Community colleges provide a diverse grouping of special interest courses, cultural events, and other services designed to meet the special needs of the community in which the college is located. There are other local needs that the college can fulfill which do not easily fit into the general categories of university parallel, occupational education, and adult education. These special programs are generally regarded as community service.

Special interest courses are an important part of a comprehensive curriculum. Many colleges will offer a course on practically anything for which an instructor can be found and if sufficient persons indicate interest in it. Examples include:

Instruction on Personal Income Tax
Oil Painting
Flower Arranging
Fly Casting
Golf Clinic
Interior Design Instruction
Home Health Care
Consumer Education
Automobile Mechanics for Women

Most community junior colleges provide varied programs for the cultural enrichment of its regular students and anyone else in the community who is interested. These include such things as concerts by serious and popular performers, art shows, lectures, addresses, and other major events. Many community colleges are actively involved in projects only indirectly related to education. The sharing of facilities, equipment and personnel with other community agencies and organizations enables the college to respond to unique local needs. Examples are: use of campus facilities for community programs and meetings, use of the college as a polling place. Colleges can also cooperate with health and social welfare agencies in special projects.

GENERAL EDUCATION

One aspect which marks a good community junior college is a firm commitment to general education. General education is the preparation of students to be productive and effective citizens. Sound general education involves the preparation of the student in skills, knowledge and understanding which will enable him to:

1) Exercise the privileges and responsibilities of democratic citizenship
2) Develop sound spiritual and moral values
3) Communicate effectively by speaking and writing
4) Gain understanding through reading and listening
5) Use mathematical and mechanical skills
6) Be able to solve problems using critical thinking
7) Understand his cultural heritage and his place in history
8) Understand his relationship to his biological and physical environment
9) Maintain sound physical and mental health
10) Develop a balanced social and personal adjustment
11) Share in satisfactory home and family life
12) Achieve a stable and satisfying vocational adjustment
13) Pursue creative and avocational interests in his leisure time

These objectives are difficult to attain and often, as not, are not totally fulfilled in most educational enterprises. Yet they are goals for which a good general education

program should strive. In community junior colleges general education is usually not a program or a course of studies apart, but rather an integral part of other courses of study. It may be found in university parallel programs in specific courses such as communications, mathematics, sciences, humanities, and the social sciences. General education also should be found in different types of occupational education and in adult education.

GUIDANCE AND COUNSELING

An extremely important part of the total curriculum of a community junior college is a viable and effective guidance and counseling service. The open door policy for admissions of all post high school age persons by most community colleges means essentially that the college will accept the student into an appropriate course of study. It does not guarantee that he can enter any program of his choosing, since his educational background, particular abilities and interests tend to dictate his eventual choice. Therefore, it is important that each student be aided in making the most appropriate choice among the various programs offered. Guidance provides the student with the tools necessary to make the appropriate choices. He is supplied with information about the offerings of the college and together with vital information about himself and his background he is helped to decide in a suitable course of studies. Individual counseling for the solution of a wide range of the problems which confront students helps them to be effective as students and eventually effective as productive citizens. A student should have individualized help from professional counselors in solving problems related to vocational choices. He should also have help, if needed, in solving personal problems or in problems related to his studies. Frequently, students have questions which

are compounded concerns over their choices of life's work, their personal lives, and their lives as students. The object of guidance and counseling is to help the student find rewarding and satisfactory direction with respect to his occupational, personal and academic choices, and the problems related to them. The community junior college movement has a strong commitment to provide such services to students.

TYPES OF STUDENTS

Who attends a comprehensive community junior college? The answer to this is: anyone who can benefit from the experience and is of post high school age. The open door admissions policy, the nearness of the college, the low cost, the diversity of the kinds of programs and the time of their offering make the community junior college more accessible to more people than most other types of educational institutions. Because of this, the students tend to vary in level of education, social and economic status and age.

The following are some typical students who can be found in most comprehensive community junior colleges:

John C., age 18, a recent high school graduate with limited funds decided to take a pre-engineering course of studies and plans to transfer to the university after two years. He attends the junior college because of its low cost.

Robert K., age 19, a high school graduate and a university drop-out enrolled in a general university parallel program. The community college gives him a second chance at higher education.

Sally S., age 18, a recent high school graduate with good grades and ample funds for college, decided to take a pre-education program and plans to transfer

later into a university elementary education program. Her reason for selecting the community college is to be able to attend college and still live at home.

Amos C., age 38, a high school graduate, attends the junior college at night in an associate degree computer technology program. He desires to improve his occupational status.

Fay N., age 50, a housewife, is enrolled in a night course in flower arranging. She wants to improve her avocational interest in flowers.

James A., age 38, an M.D., is enrolled in a non-credit personal income tax course at night. He is interested in improving his understanding of the tax laws.

George Y., age 20, a high school drop-out, is enrolled in an adult education class at night. He hopes to pass his G.E.D. high school equivalency test.

Frank C., age 40, who has no high school education and is unemployed, is enrolled in a vocational education course. He is learning to be a heavy equipment operator.

Mary K., age 18, a recent high school graduate is enrolled in a vocational program. She wants to be a hairdresser.

Charles B., age 19, a high school graduate originally entered a university parallel program but later decided to study architectural drafting in a technical occupational program. He likes drafting and feels he can earn a good living in it.

Perhaps all of the above students and many members of their families attended a recent concert at our hypothetical college. Perhaps others take advantage of swimming lessons offered at the college pool on Saturday mornings.

All of the fictional people described above are members of the local community. Both they and the community as a whole have benefited from their attending

the community college. The educational opportunities offered many of these people would not have been available had there been no community junior college.

One well taken criticism from opponents of comprehensive community junior colleges is that these institutions try to do something for everybody. In some cases this may be a valid criticism, especially when the attempt is made to do too much with too little financial resources. Otherwise, this criticism is in reality a major strength of the community college -- it does try to have something for everybody. It is a comprehensive institution.

The nationwide success and growth of community junior colleges is proof that genuine needs are served. Among these needs are increasing demands for higher education for larger portions of the population. College education is an increasingly important measure of personal worth in our society. New and more complex occupations call for technically educated and vocationally trained workers. The need of industry for well-educated workers is growing at an accelerated rate. Emphasis is also high for continuing education for adults. Much of the avocational and cultural needs of people at leisure can be fulfilled in education.

No advocate of community junior colleges could possibly say that the institutions are all things for all people; but it can truthfully be said that community colleges meet many of the needs of many types of people, perhaps more so than any other single kind of educational enterprise. It is also significant that economists are beginning to regard tax money for education as money invested rather than money spent. Capital investment in people through continuing education helps the economy as well as the individual. Community junior colleges are a sound method of making this investment.

III. ARKANSAS JUNIOR COLLEGES

Arkansas has established two comprehensive community junior colleges: Westark Junior College at Fort Smith and Phillips County Community College at Helena. Both of these institutions serve one-county districts. They are a part of the state system of post-high school education which includes other junior colleges, area vocational schools, and senior colleges and universities. The development of community junior colleges has begun to meet the critical need to fill serious gaps in Arkansas post-secondary education.

ARKANSAS COMMUNITY COLLEGES

The history of the planning and development of Arkansas community junior colleges began in the early part of this decade through the interest and efforts of many persons in both public and private life. This interest by Arkansas educational leaders resulted in the amending of the State Constitution in the general election, November, 1964. Amendment 52 provides that the General Assembly may enact laws for the establishment and operation of institutions for community college instruction and technical training. The Amendment also provides that the establishment of all community college districts and the setting of all tax levies on the districts must be approved by the electors of each district. The General Assembly passed an enabling act early in 1965, which permits municipalities, counties or groups of counties to create community college districts by popular referendum. This enabling legislation, Act 560 of the 1965 General Assembly, has been amended by subsequent acts of the General Assembly.

The law, as amended, provides for community colleges with comprehensive courses of studies, local control and some local support. The law also sets procedures for financing, methods of establishment and requirements for creation of the institutions. The community college district, according to the law, is required to provide total capital outlay funds for land, construction, and initial equipment for the college. This is done through the issuing of bonds which are liquidated through district property tax. These local funds can be supplemented by federal aid, gifts, income from endowments, or other sources. Continuing operating costs are met with monies from local property tax revenues, state funds, and student fees. The law stipulates that the state may provide up to 50 percent of all operating funds. The law also sets minimum standards for establishment of a community junior college district. Four basic criteria must be met to insure adequate site size, sufficient number of students, sound levels of local tax support and proper district size to permit the commuting of students. No Arkansas community college is permitted to become a four-year institution. No dormitories can be built on community junior college campuses. Late in 1965, two counties utilized the law to establish community college districts. These were Phillips County and Sebastian County.

PHILLIPS COUNTY COMMUNITY COLLEGE

The voters of Phillips County created the Phillips County Community Junior College District on October 23, 1965. Tax monies were voted for the continuing support for college operation and for campus development. The Governor immediately appointed the required nine-member board. This board met officially

on November 1, 1965, elected officers, and officially created the college. The permanent campus site was purchased in early 1966. This tract consists of 65 acres located between Helena and West Helena. Plans were drawn, contracts were let and construction was begun. Initial construction included an administration building, a classroom building, two occupational education buildings, and a physical education and recreation building. These structures provided space for science, occupational, and language laboratories. Because necessary time for construction prevented immediate occupancy of the new campus, it was decided to begin operation in temporary facilities. In the fall of 1966 the college opened in an old naval reserve building.

The beginning enrollment totaled 242 students in both occupational and transfer curriculums. The college has shown considerable growth in enrollments: 319 in the second year of operation and 445 in the third year. Fall 1970 enrollments totaled 727 students.

Dr. John Easley, an Arkansas native, has provided leadership as president of the college. Through his efforts and those of his staff, Phillips County Community College has developed a varied and comprehensive program of studies. Associate in Art degrees are offered in agriculture, biological science, business administration, chemistry, physics, education, English, foreign languages, industrial arts education, mathematics, music, pre-engineering, pre-law, pre-medicine, and social sciences. The degree of Associate in Applied Science is offered in business data processing, business management, drafting technology, heating and air conditioning, nursing, and secretarial science. One year certificates are offered in automotive mechanics, drafting; secretarial science, unit

record equipment, data processing, and welding. Community service programs include such offerings as: aviation, arc welding, electrical wiring, engine tune-up and diagnosis, fine arts, high school review, income tax, land surveying, law for laymen, shorthand, stocks and bonds, technical drafting, and typewriting. In addition, the college is building a new fine arts building which will provide facilities for an expanded community service program. Much of the total cost of this building is being financed through the gifts of interested district citizens and through federally funded programs.

Phillips County Community College has an open door policy for the admission of students. Cost per semester for Phillips County students is $100, other Arkansans must pay $200, and out-of-state students must pay $225. Students may register on a part-time basis as well as full-time.

WESTARK JUNIOR COLLEGE

Fort Smith Junior College was established in 1928 as an upper extension of the public school system of Fort Smith. This institution offered only university parallel courses until 1950. In that year it was separated from the public school system and incorporated as a private non-profit college. In 1952, the college moved from the high school to its present 44-acre site, which previously had been used as a county farm. Classes were begun that year with 10 instructors and 108 students. Two brick hospital buildings were converted to classrooms and administration offices. During the next 14 years, the college experienced a steady growth. By 1966, 1,684 students were enrolled. Eight buildings were added to the campus including: a fine arts building, a library building, a gymnasium, four vocational-technical buildings, and a new student center. Growth was

also experienced by the college in the types of programs offered. With creative leadership, the curriculum was broadened to the point that the institution became comprehensive in its offerings. Occupational education at both the technical and vocational levels was developed with the cooperation and aid of local industry. The establishment of the occupational division has provided existing industry with trained personnel and has attracted new industry to the area.

When the constitutional amendment was voted into effect and the Legislature passed enabling legislation, the college sought to be converted to a state community junior college. On November 2, 1965, the electorate of Sebastian County approved the creation of the Sebastian County Community Junior College District and voted a continuing property tax levy for operation and capital expenses of the college. As a result of the election, the college underwent significant change. The college was renamed Westark Junior College. The new sources of income made improvements in both faculty and physical plant possible. A three-stage, fifteen year master plan for campus development was made.

Under the leadership of President Shelby Breedlove, an Arkansan, the college has strengthened its programs and has broadened its curriculum. Courses and events of special interest have been added to a responsive community service program. A new vocational-technical building is being built which will increase the occupational education productivity of the college. Fall 1970 enrollments totaled 1,846. These were full-time and part-time students who attended classes daytime and evening in occupational university parallel, and community service programs in which they received college credit or non-credit instruction. Westark offers a core of general education courses for its associate degree students. The

general education core includes courses in English, physical education, science, social science, behavioral science, quantitative studies and the fine arts. Students who desire to transfer into a senior college are able to select a program of studies which best meet their personal objectives. Some of these programs are: accounting, business administration, pre-law, business education, teacher training, distributive education, elementary teacher training, secondary education, journalism, liberal arts, art, music, speech-drama, engineering, agriculture, biology, chemistry, pre-dentistry, pre-medicine, nursing, pre-optometry, pre-pharmacy, physics, government service, social work, and religion. About twenty percent of Westark students are in occupational studies. These courses of study include: auto body, auto mechanics, distributive education, drafting, electronics, machine shop, and secretarial training. Some recently offered special interest community service courses were: supervisory development, purchasing agents seminar, business management institute, small business tax clinic, and small business management.

Tuition and activity fees per semester are $120 for in-district students and $240 for out-of-district students. Students may register either on a full-time or on a part-time basis.

PURPOSE OF COMMUNITY JUNIOR COLLEGES

The reasons for existence of Arkansas' community colleges may be found in the published objectives and purposes of the institutions.

<u>Purposes:</u>

1) To discover the educational needs of the people in the geographical area

2) To provide advanced guidance services to enable students to attain their maximum potential

3) To provide the knowledge, attitudes, professional and applied skills necessary for occupational security

4) To promote intelligent, responsible citizenship

5) To offer opportunities for cultural enrichment and creative expression

6) To promote social competence through participation in both curricular and co-curricular activities

7) To contribute to the moral, mental, and physical fitness of the individual student

8) To help each student learn to appreciate the dignity and worth of the individual

9) To teach the student independent and critical thinking

10) To encourage the desire for continuing in higher education for those who show promise of success

11) To provide life-long learning opportunities

Programs:

Services are provided in the following categories:

1) Occupational-technical education
2) General education
3) Education for transfer
4) Continuing education - adult education
5) Community services, and
6) Guidance and counseling

Objectives:

1) To provide two years of college work acceptable for transfer to senior colleges and universities

2) To provide programs in occupational education that will prepare students for employment at the end of the planned course of study or for individuals who are presently employed and wish to upgrade themselves

3) To provide courses for adults which will satisfy a broad range of educational needs and/or cultural interests

4) To provide a program of community service and to serve as a center to foster cultural development

5) To operate under an "open door" admissions policy, so that any high school graduate and any adult, whether he is a high school graduate or not, who makes application and can benefit from any of the programs, may be admitted to the college

6) To provide counseling services to all students, to insure that counselors help students with occupational and educational planning as well as personal and social concerns

JUNIOR COLLEGES AND AREA SCHOOLS

The two community junior colleges together with the other junior colleges and the area vocational schools serve the post-secondary needs of Arkansas below the baccalaureate level.

Arkansas State University - Beebe Branch is a state-supported junior college. While not a comprehensive community junior college, it does offer a number of programs in occupational education in addition to university parallel transfer courses. It was established as a state agricultural school in 1927 and was made a two-year branch of Arkansas State College in 1955. Reported fall 1970 enrollments totaled 544 students, many of whom were commuters.

Central Baptist College of Little Rock was established by the Arkansas Missionary Baptist Association in November, 1950. It is a privately owned, liberal arts college which offers two years of university parallel courses. Enrollments in fall 1970 were 131.

Crowley's Ridge Junior College is a private liberal arts college which was relocated near Paragould in 1964. It is operated by the Churches of Christ and is

designed for students who intend to transfer to senior institutions. It had a total of 129 students in fall, 1970.

Shorter College, located in North Little Rock, is a co-educational two-year college operated by the African Methodist Episcopal Church. It was established in 1885 and had reported fall, 1970 enrollments of 270.

Southern Baptist College, located near Walnut Ridge in Northeast Arkansas, was established in 1941 and was given the fiscal support of the Arkansas Baptist State Convention in 1948. The college offers junior college transfer courses and had a reported fall 1970 enrollment of 579 students.

The Arkansas area vocational-technical schools are an integral part of the state's educational complex. It is an objective of the State Board of Vocational Education to provide a vocational-technical school within commuting distance of all Arkansans. In addition to the ten established area schools, both community junior colleges have vocational-technical divisions---Phillips County Community College has been designated as an area school. There is a technical division at Arkansas A. M. & N. College at Pine Bluff. Southwest Technical Institute is at East Camden. The ten area schools are: Arkansas Valley at Ozarks, Cotton Bowl at Burdette, Crowley's Ridge at Forrest City, Delta at Marked Tree, Foothills at Searcy, Oil Belt at El Dorado, Petit Jean at Morrilton, Pines at Pine Bluff, Red River at Hope, and Twin Lakes at Harrison.

TRENDS AND PROBLEMS

The Arkansas community junior college story is still new enough to make the charting of trends difficult. It is apparent, however, that where community colleges have been established they have grown rapidly and have received the

enthusiastic support of the people of the district. Both public community colleges are serving the educational needs of their districts with a variety of kinds of programs for a variety of kinds of people with different needs. Increasing numbers of persons are being served, though the proportion is still small when compared to the total Arkansas population. The primary problem relating to the development of a system of comprehensive community junior colleges for Arkansas is that too few have been established so far. Presently, the record stands even for college districts established and for college districts voted down. Phillips and Sebastian Counties both supported the establishment of their institutions. Two other counties failed to give the necessary support of their elections. These were Garland and Mississippi Counties.

The failure of the establishment of a community college district is felt most by those persons who are denied the educational opportunities. High school surveys conducted by the Commission on Coordination of Higher Educational Finance indicate that many high school graduates would attend a community college who would otherwise not continue their education. Of students polled who did not plan to go to college, from 20 to 25 percent indicated that they would be interested in attending a community college if one was available. On October, 1968, 3,380 (99.13%) of the students from the 18 high schools of Mississippi County were polled concerning their post-graduation plans. Sixty-six percent, 2,496, reported that they planned to attend college. Of the remaining 1,288 students who did not plan to attend college, 821 or 64 percent said that they would like to attend a community junior college if one was available to the county. Where comprehensive community junior college programs are offered in an area, many persons continue their education who would otherwise not do so.

IV. POTENTIAL COMMUNITY JUNIOR COLLEGES FOR ARKANSAS

Arkansas has much potential for future development of comprehensive community junior colleges, though at present only two such institutions are serving the people of the state. Westark Junior College at Fort Smith and Phillips County Community College at Helena are growing to meet the educational needs of their respective districts. Presently there are other areas of the state in which the need exists for additional institutions. Many of these areas have sufficient numbers of potential students and adequate means of local support to warrant the establishment of a college.

THREE STATE-WIDE PLANS

The Comprehensive Study of Higher Education in Arkansas was a project for the in-depth study of Arkansas higher education initiated by the 1967 General Assembly. One part of this comprehensive study was a 1968 report which was submitted to the Commission on Coordination of Higher Educational Finance* by the Committee on Junior College and Vocational-Technical Programs entitled "A Long-Range Plan for the Establishment of Community Junior Colleges in Arkansas". This report set forth three plans for the identification of potential community junior college areas. A short-range plan was devised for nine single-county districts. An intermediate plan plotted possible expansion of the original nine single-county districts into eleven multi-county districts and a final long-range plan with a total of eighteen multi-county community junior college districts

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* Now the State Board of Higher Education.

was drawn. The philosophy of these plans was that eventually persons in all counties in Arkansas would be served by comprehensive community junior colleges, each of which would be placed within easy commuting distance of all Arkansans. It was recognized that such an idealistic development would be long in the future. Therefore, alternative patterns of development were suggested which were concerned with the realities of actual student needs and practicality of fiscal support.

A SHORT-RANGE PLAN

Nine Arkansas counties were found to have the necessary financial and population potential for the immediate establishment of community colleges. Two of these counties, Phillips and Sebastian, have community colleges. The remaining seven counties are: Benton, Garland, Jefferson, Mississippi, Pulaski, St. Francis, and Union. Nine basic criteria were considered in the designation of these potential districts. These criteria are: 1960 county population, number of high schools, 1966-67 high school enrollment, estimate of 1968 potential community junior college students, projected 1980 college-age population, 1967 assessed valuation, projected full-time equivalent enrollment 1970, location of other institutions of higher education, and location of 1960 population or growth center cities.

BENTON COUNTY

Benton County, located in northwest Arkansas, had a 1960 census population of 36,282 persons. It has eight high schools in which 1,908 students were enrolled in 1966-1967. An estimated 1968 potential community college enrollment was set at 477 students. Projected 1980 college-age population for the county was set at

2,720. Estimated 1980 full-time equivalent community college enrollment was 544. Assessed property valuation 1967 was $41,036,735.00. The town of Rogers with a population in 1960 of 8,284 is the population growth center of the county. John Brown University, a private university with a 1967-1968 enrollment of 750, is located in the county at Siloam Springs. The University of Arkansas is located in an adjoining county. No formal action has been undertaken to establish a community junior college in Benton County.

GARLAND COUNTY

Garland County is located in the center of the state and had a 1960 census of 46,697 persons. There are eight high schools in the county which had a total enrollment of 2,230 students in 1966-1967. It was estimated that there would have been a potential enrollment of 558 community college students in 1968. Projected college-age population for 1970 was projected at 983. Assessed valuation of county property in 1967 was $52,370,625.00. Hot Springs with a 1960 population of 37,286 is the population growth center. Much interest has been expressed on the creation of a community college for Garland County. An election was held August 8, 1967, but the issue failed with 2,399 against and 2,339 for the establishment of a community college.

JEFFERSON COUNTY

Jefferson County is located in the center of the state and had a 1960 census of 81,373 persons. There are fourteen high schools in the county in which a total of 4,502 students were enrolled in 1966-1967. It was estimated that there would have been 1,125 community college students had such an institution existed there

in 1968. Projected college-age population was set at 8,275 for 1980. It was estimated that there would be 1,986 full-time equivalent community college students by 1980. Assessed valuation on property was $91,520,915.00 for 1967. Pine Bluff with a 1960 population of 57,108 is the county growth center. Pines Area Vocational-Technical School and Arkansas A. M. & N. College are located at Pine Bluff. No formal activity has been undertaken in the creation of a community college for Jefferson County.

MISSISSIPPI COUNTY

Mississippi County is located in northeast Arkansas and had a 1960 census count of 70,174 persons. There are 17 high schools in the county with a 1966-1967 total of 3,051 students. It was estimated that there was a potential 1968 community college enrollment of 763 students. Projected college-age population for 1980 was set at 2,291. Projected community college enrollment for 1980 was set at 2,156 full-time equivalents. The town of Blytheville is the population center. Cotton Bowl Vocational-Technical School is located in the county at Burdette. Considerable interest was recently expressed for the development of a community junior college for Mississippi County. The college was to be located next to the area vocational-technical school and to operate cooperatively with it. However, the electorate of Mississippi County voted down the proposal in a special election that was held August 5, 1969. There were 1,518 votes in favor of the creation of a community college and 2,250 votes against its establishment. The vote was very light compared to the total electorate of the county.

PHILLIPS COUNTY

Phillips County is located in eastern Arkansas and had a 1960 census of 43,997 persons. There are eight high schools with a total 1966-1967 enrollment of 2,109. It was estimated that there would be 527 students in a community college in 1968. Actual 1968 Phillips County Community College enrollment was 445 students, but the 1969 enrollment was 599. It was projected that there would be a total college-age population of 5,214 and a full-time equivalent community college enrollment of 1,773 by 1980. Assessed property valuation was $52,242,386.00 in 1967. Helena is the county growth center. Phillips County Community College was established in a successful election on October 23, 1965.

PULASKI COUNTY

Pulaski County, the capital county, had a 1960 census count of 242,980 persons. There are 19 high schools with a total of 11,735 students enrolled in the county. It was estimated that there was a potential for 2,934 community college students in 1968. It was projected that by 1980 there would be 24,427 college-age persons in Pulaski County and there would be the full-time equivalency of 5,374 community junior college students. Assessed valuation for the county was set at $335,319,369.00 for 1967. Little Rock - North Little Rock is the population growth center. The University of Arkansas at Little Rock (3,256 students in 1967-1968), Arkansas Baptist College (276 students in 1967-1968), Shorter College (191 students in 1967-1968), and Philander Smith College (634 students in 1967-1968) are institutions of higher education now located in the county. A joint meeting of Pulaski County Chambers of Commerce on October 28, 1969, resulted in the organization of a citizens group which requested that the Commission on

Coordination of Higher Educational Finance study the feasibility of a community college for Pulaski County. A subsequent study of feasibility was commissioned by the Ozarks Regional Commission. An election is anticipated for early 1972.

ST. FRANCIS COUNTY

St. Francis County is located in eastern Arkansas and has a population of 33,303 persons according to the 1960 census. There are six high schools with 1,615 students enrolled in 1966-1967. It was estimated that there was a potential for 404 community college students for 1968. Projected college-age population for 1980 was set at 4,062 persons and an estimated full-time equivalent community college enrollment of 894 for the same year. Assessed property value was $32,186,010.00 for 1967. Forrest City with a 1960 census count of 12,032 is the population center. Crowley's Ridge Vocational/Technical School is located in the county. A citizens committee has been established and a request for feasibility studies made.

SEBASTIAN COUNTY

Sebastian County in west Arkansas had a 1960 census of 66,685. There are nine high schools which had enrollments totaling 3,388 students in 1966-1967. It was estimated that there should have been 847 students enrolled in a community junior college by 1968. Actual 1968 student enrollment at Westark Junior College was 1,491. There is a projection for 5,897 college-age persons for the county in 1980 and it is estimated that there will be 2,063 full-time equivalent community college students by that year. Assessed valuation of county property was set at $88,628,805.00 in 1967. Fort Smith with a 1960 population of 65,900 persons is the growth center of the county. On November 2, 1965, the people of Sebastian

County voted to convert Fort Smith Junior College, a private junior college, to a public community junior college which was renamed Westark Junior College.

UNION COUNTY

Union County is located in the south of the state. Its 1960 census count was 49,518. There are thirteen high schools in the county which had a total 1966-1967 enrollment of 2,715. It was estimated that there would have been 679 community college students from the county had such an institution been there in 1968. It was projected that there will be the potential for 867 full-time equivalent community college students by 1980. The assessment of property was $64,997,285.00 in 1967. El Dorado with a 1960 population of 30,937 is the population growth center for the county. Oil Belt Vocational-Technical School is located in the county at El Dorado. Some interest has been expressed in the possibility of establishing a community junior college district.

AN INTERMEDIATE PLAN

A second level of development of a state system of community junior colleges could be the addition of counties which are in close proximity to the original one-county districts. In this plan two new districts would be found, making a total of eleven in all. The original nine single-county districts would become multi-county districts with one exception. Each annexed county would have to experience elections in which the electorate would choose to cause the county to become a part of the community college district. All but twenty-nine counties would be a part of the state system at the completion of the intermediate stage of development.

A LONG-RANGE PLAN

The long-range plan would be eventually to include all Arkansas counties in community college districts. This would be accomplished some time in the undetermined future. There would be a total of eighteen community college districts in Arkansas if this plan were to be implemented. It would bring the opportunities of post high school education within commuting distance of all Arkansans.

OTHER INSTITUTIONS

The implementation of a statewide plan for community junior colleges for Arkansas is neither intended to place the community colleges in competition with, nor to duplicate the functions of existing public and private institutions. The purpose of a community college system is to fill the gaps left by other types of institutions, and to fulfill educational needs which are otherwise not met. Community junior colleges can be engineered to permit cooperation and harmony with other colleges, universities and area schools in the community college district. The unique situation and needs of each individual district dictate the structure of the particular community college. Cooperative associations can work for the mutual benefit and common enhancement of community junior colleges and their institutional neighbors. Community colleges and other institutions of higher learning do not necessarily compete for the same students, but rather community colleges attempt to reach many persons who would otherwise not take part in any kind of post high school education.

PERSISTENT NEEDS

The State of Arkansas is making continuing improvement in both the economic and educational sectors. Economic progress and educational development are closely tied enterprises. Both are elements which mean a better way of life for all Arkansans. Despite the considerable progress being made in the state, there remain some serious and some critical areas of concern. According to the 1960 census, Arkansas ranks forty-third, from the top, among the states along with Mississippi and North Carolina, in the median years of school completed by its citizens, 8.9 years. Arkansas also has a high illiteracy rate with 3.6 percent of the population classified as illiterate. It is also important that less than half of college-age Arkansans are enrolled in institutions of higher education. In 1965, only 40.9 percent of persons in the state 18 and 21 years of age were enrolled. The need to involve more college-age young people in higher education and occupational training is great. Arkansas is in need of more college-educated citizens. The state is also in need of more skilled and well-educated vocational, technical and semi-professional workers. The need for occupational education must be met if the necessary skilled manpower is to be produced for a growing industrial economy.

Other needs for community junior colleges center on persons who ordinarily do not attend any type of post high school educational institution. Persons with limited financial resources and persons who are not able to qualify for admission into conventional junior colleges or senior institutions are provided with educational opportunities in a community college. Other persons need continuing education such as high school completion of instruction for the upgrading of work skills.

Such persons are able to better themselves as a result of community college programs.

Tax money spent on the education of college-age youth and adults should be viewed as an investment in the growth of the state. The effects of such investment may be realized in more productive citizens and in reductions in the costs of such social programs as welfare and penitential custody. The availability and quality of education in a locality is a prime factor for consideration when an industry contemplates a move into a new area. The educational and economic levels of an area are closely tied.

PRIORITY AREAS

The nine-county short-range plan described above may be considered as a designation of priority areas for future development. The seven counties of the plan in which community colleges have not yet been established have a potential for development. All have sufficient students and at least the minimum fiscal bases for the establishment of community colleges. Pulaski, Garland, Mississippi, St. Francis, Jefferson, Union, and Benton Counties are all areas which would benefit from the creation of a community junior college. The development of institutions in these areas depends on initiative from within each county. The State Department of Higher Education will provide information and assistance to persons or groups interested in forming a community junior college.

V. STEPS IN DEVELOPING A COLLEGE

Arkansas state law provides methods for the establishment of community junior colleges. A city, county, or a combination of cities and counties may form a community junior college district. The development of a community college is essentially a local project. Once a potential district has shown the desire and need for such an institution, the state becomes involved through assistance from the State Department of Higher Education and its Division of Community Junior Colleges.

THE LAW

The constitutional amendment and the amended enabling act which make public community junior colleges possible in Arkansas set specific standards and procedures for the formation of the institution. In addition, the State Board of Higher Education also establishes some of the criteria as required by the law.

LOCAL RESPONSIBILITY

The Arkansas law provides for a highly locally oriented community college system. Each college is locally controlled by a board composed of area citizens. The curriculum is tailored to fit local needs. The college provides services for the immediate community. Local revenues provide funds for both capital and operational expenses. Since the community junior college is a local enterprise, the initiative for its establishment lies with the community rather than with the state. A community in which there is interest in forming an institution should contact the State Department of Higher Education for aid and advice. Normal

procedure calls for an interested potential district to organize a local committee of citizens to study the situation and to work for the establishment of the college. The local committee should be formed of a relatively large group of citizens who are representative of all elements of the community. The task of this committee is to pursue the formation of a community junior college district if such an effort is feasible.

STATE RESPONSIBILITY

The State Department of Higher Education has the responsibility of providing guidance and support to the local community committee. The Department normally provides a number of services such as aiding in industrial and student surveys, preparing reports, and determining that certain requirements are met in a proposed district. The state provides continuing operational support and services to the college after it is created. The state, however, does not supply any funds for site acquisition, building or other capital outlay; these costs are borne by the community college district. The law requires that each college have a comprehensive curriculum, have a liberal admissions policy and be locally controlled and financed. No community junior college may become a four-year senior college. The law also limits intercollegiate sports among the community junior colleges to basketball and spring sports. No dormitories may be constructed since these are solely commuter colleges.

CRITERIA

Before the State Board of Higher Education will certify that a proposed district should have a community junior college, several criteria must be met.

The proposed district must have adequate numbers of potential students, there must be a sufficient tax base for local support, the size of the district must be acceptable for commuting purposes and an acceptable site must be available. In addition, after the college is created the Board must see that requirements are met concerning the nature of the curriculum, the sizes and types of buildings, and the qualifications of the president.

STUDENTS

Each community college district must be capable of producing a minimum of 300 full-time equivalent students for the college by the third year of operation. A full-time equivalent student is a student who attends the college on a full-time basis, or a number of part-time students whose total work loads are equivalent to that of a full-time student. Three hundred students are considered a minimum because of proportionately high fixed costs, faculty limitations and other problems linked with very small student bodies. Most community colleges exceed estimated opening enrollments.

FISCAL SUPPORT

Each community college district must be capable of supporting a growing institution. Since the state, under the law, can only supply from 33-1/3 to 50 percent of operating costs and no capital costs, the district must have an adequate property tax base to support the institution. The district must be able to provide through voted millage approximately one-third of all annual operating expenses and up to 100 percent of all capital outlay for campus acquisition and construction. The ability for a district to support a community college is calculated from the

assessment of the real and personal property taxable in the district. Student tuition and fees, gifts, federal funds, and income from endowments are sources of funds for the balance of operating expenses. Capital expense for the site, construction, and equipment may be financed by a bond issue which is retired through local tax revenues. Some capital outlay can be financed through one or several of the many federal programs which apply. Phillips County Community College has a total millage of 5 mills, 3 for operation and 2 for capital outlay. Westark Junior College has a total millage of 2.75, 2 for operation and .75 for capital outlay.

DISTRICT SIZE

The district must be of such size as to permit one-way commuter travel not to exceed one hour. All community college students must commute to college, therefore, travel time must be kept to a minimum. This is assured through strategic placement of the campus in a site central to the district and accessible to main highways, and through keeping the district size from becoming too great.

SITE SELECTION

The campus site must be selected with great care. A minimum size of 40 acres plus two acres for each 100 students projected ten years hence is required. For example, a college which is formed in 1970, and which anticipates 2,000 students in 1980, would require a site of 40 plus 40, or a total of 80 acres. It is important that sites should not be too small since large numbers of commuters' cars must be parked in addition to space needed for buildings and athletic fields.

The site should be roughly rectangular in shape and topography to insure good utilization of the land. The site must be near good principal access roads. There must be existing utilities, and police and fire protection must be available. The site should be situated central to the district and near major population centers. Proper zoning is essential.

OTHER CRITERIA

After establishment of the college, the State Board of Higher Education must see that criteria are met concerning the programs, buildings, and the president. The curriculum must be comprehensive and include programs for college transfer, occupational courses, continuing education for adults and community service. The buildings must conform in size and type of a long-range campus plan, building codes and safety regulations. Campus building planning must be done to meet enrollment needs five years in the future, to conform to the college curriculum and to insure educational flexibility and economy. The college president must be of highest ability and character and must have community college experience and should hold an earned doctor's degree.

STEPS IN ESTABLISHING A COMMUNITY JUNIOR COLLEGE

A sequence of procedures must be followed in establishing a community junior college. These can be grouped into two main categories, those acts which precede the creation of the district in an election, and the procedures which follow the election. A more detailed discussion is found in Procedure for the Establishment of Community Junior Colleges in Arkansas which is available from the State Department of Higher Education.

1) Form the Local Committee -- When sufficient interest is present in a community, a group of citizens should form a local community college committee. This committee has a major responsibility for the college's formation. Ordinarily a chairman is elected and a working subcommittee is appointed. The committee makes studies, seeks sites, informs the public, gathers signatures on a petition for the special election, and campaigns in the election. This committee is usually disbanded upon the appointment of the local college board by the Governor, in the case of a favorable election.

2) Seek Sites -- One of the first acts of the local committee is to seek out acceptable campus sites for the proposed college. The site criteria must be considered in this selection. Options on such sites should be obtained. Gifts of land should be considered and encouraged. The State Board of Higher Education must approve the final site selected.

3) Determine Basic Criteria -- The State Board of Higher Education must determine that the college is feasible and certify that the basic criteria are met as to the availability of students, adequacy of local support, acceptability of the site, and for district size.

4) Conduct Surveys -- The local committee must conduct industrial and student surveys in order to determine the particular needs the college is to fulfill. An industrial survey gives the kind and amount of occupational training the proposed college should offer. Surveys of local high school students is another good indicator of the kind and size of programs needed. The State Department of Higher Education provides assistance to the committee in such surveys.

5) Inform the Public -- An important committee function is to help inform the public through the news media and other means concerning the needs and nature of the proposed college.

6) Prepare Budgets -- The State Department of Higher Education, using committee data and other information, will draw up two tentative budget estimates. Based upon the projected number of students to be served, an operating budget is estimated. An estimation is also made of the cost of campus development. Special attention is paid to the amount of local financial effort required to insure adequate college support.

7) Decide on Millage -- The State Board of Higher Education acting on the information available will then determine the millage necessary to support the college. This decision is based on the anticipated size of the college and number of students to be served, the assessed valuation of real and personal property in the district, and other factors which relate to the determination of capital and operating costs. The Board will set the proposed millage at a point high enough to avoid underfunding the college.

8) Circulate the Petition -- When the millage required has been determined, the local committee will then circulate a petition calling for an election for the purpose of creating the college district and setting the level of support. The petition must describe the areas of the proposed district, show the proposed rate of millage to be levied for the support of the college, and the amount of millage to be pledged for bonded indebtedness for capital expenditures. Signatures of at least ten percent of the qualified electors who voted in the last gubernatorial

election must appear on the petition. After the required signatures are acquired, the petition is then filed with the Arkansas Secretary of State.

9) Hold the Election -- Within ten days the Secretary of State will notify the local County Board of Election Commissioners when an election will be held in the proposed district. The date of the election will be not less than thirty days after this notification. If the electorate approves of the issue in the election with a majority vote, the community junior college district is then formed.

Soon after a successful election, the Governor appoints a nine-member local college board which will govern the college. Subsequent members of the board will be elected from the district. The local board will then employ a president, prepare a budget, acquire the site, employ an architect and hire other necessary personnel requested by the president. Plans are then drawn, grants requested, bids let, and construction begun. The instructional staff is employed, students are recruited and the college is then opened.

GOVERNANCE

Each Arkansas community junior college is governed by a separate board. Initial trusteeship is appointed by the Governor. The nine member local board is subsequently elected in the biennial general election by the electors of the district. The terms of board members are staggered. Candidates must run on a non-partisan basis. Vacancies of board positions are filled by appointment of the Governor.

Among the powers of the local board are these: to determine the educational programs of the college; to appoint the president; to employ other college officers and personnel; to grant diplomas and certificates; to enter into contracts; to accept property and monies for the college; to own, acquire, lease, use and

operate property; to dispose of property; to exercise the right of eminent domain as specified by law; and to make rules and regulations pursuant to the administration and operation of the college.

NEEDS TO BE MET

The local-state partnership for community junior colleges is a cooperative venture which can bring the benefits of higher education to Arkansas ordinarily denied the opportunity.

Too few communities are now enjoying the benefits that community junior colleges bring. The establishment of more of these institutions will mean the betterment of all Arkansas.